

Lostwithiel Pre School Playgroup

Inspection report for early years provision

Unique reference number

EY422147

Inspection date

11/05/2011

Inspector

Julie Wright

Setting address

Lostwithiel Pre School, Bodmin Hill, Lostwithiel, Cornwall,
PL220BJ

Telephone number

01208872339

Email

amandapyne@hotmail.co.uk

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Lostwithiel Pre-School first opened in 1969. It moved to new premises at Lostwithiel Primary school in January 2011. The group is operated by a management committee under a Pre-school Learning Alliance constitution. It is based in a purpose built building on the school premises. Children have use of a main playroom and an enclosed outdoor play area.

The provision is registered by Ofsted on the Early Years Register and compulsory part of the Childcare Register, to care for a maximum of 20 children aged from two years and under the age of eight years, at any one time. There are currently 31 children on roll, all of whom are in the early years age range. The setting is in receipt of early education funding for children aged three and four years.

Sessions are available on Monday, Wednesday and Thursday between 8.45am and 3.30pm, on Tuesday from 8.45am until 12.30pm, and on Friday from 8.45am until 11.45am, during term times only. There are five members of staff employed to work with the children, four of whom hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for and benefit from a wide range of stimulating activities. They make good progress in their overall development and their individual needs are effectively met. Staff promote inclusion and have positive working relationships with parents and others, in the interest of children's welfare. Assessment of children's learning is developing well and includes some input from parents. Staff monitor the effectiveness of their provision and demonstrate a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the information sought from parents when children first attend, to clearly identify developmental starting points and capabilities.

The effectiveness of leadership and management of the early years provision

Staff and committee members work well together to provide a safe and welcoming setting for children. They implement comprehensive policies and procedures to promote children's health and welfare. Vetting and recruitment procedures are robust so that children are cared for by suitable persons. Staff appraisals assess

ongoing suitability and identify training needs in respect of professional development. Risk assessments are completed and regular fire drills are undertaken to promote safety for children. Staff demonstrate a clear understanding of the Local Safeguarding Children Board procedures, with up-to-date training and knowledge. Parents are advised of all childcare policies to safeguard and promote children's welfare. Records and documentation required for effective management are maintained in good order.

Since the last inspection the playgroup has moved to new purpose built premises. Staff and committee members are proud of this achievement, which has significantly improved the play opportunities for children. Premises are well equipped, light, warm and welcoming, with bright displays of children's creativity. The outdoor area is readily accessible and enables children to make independent choices about where they want to play. Toys and equipment are clearly organised and in good condition. Play areas are well equipped to promote children's interest and all areas of learning. Staff encourage children's early understanding and awareness of being healthy and staying safe in daily activities. They are skilful in managing children's behaviour, encouraging positive attitudes and promoting self-esteem. Children benefit from healthy snacks and accessible drinks during the session. They bring packed lunches if staying for an extended session and staff are aware of children's dietary requirements.

Effective transitional arrangements are in place for children in preparation to go to school. Staff have close links with the primary school and good working relationships with other agencies. This means that children benefit from consistent and supportive care, which meets their personal development needs. Staff observe, assess and plan for children's progress. They compile a development record for each child, which parents may contribute to if they wish. Staff seek information from parents at the time of registration about children's care needs. However, this does not clearly identify developmental starting points and capabilities, which could be used to inform initial planning. Parents have high regard for the staff and provide positive feedback at inspection. They value the provision and describe how much their children enjoy being there. As part of their self-evaluation staff seek parent's views with the use of questionnaires and respond effectively to comments or suggestions. Staff continue to attend relevant training courses and have clear ideas for further improvements. For example, the outdoor area is to have a weather canopy and a self-registration system is being developed for children.

The quality and standards of the early years provision and outcomes for children

Children are secure, happy and stimulated in the pre-school playgroup. They develop warm relationships with staff and form friendships with each other. Children settle well and immediately engage in an activity of their choice. Activities are planned which take account of children's interests and ideas. Children move around with confidence, selecting resources and playing cooperatively. They behave well, taking turns and sharing toys. Children listen carefully and

concentrate during activities, both in large and small groups. They play independently and constructively, for example, children select books to look at, turn the pages carefully and follow the story. The role play area encourages children to use their imaginations as they dress up and pretend to be in a house or shop. Creativity is also promoted as children use a variety of materials, tools and equipment. For instance, they paint, cut and stick, making models, pictures or collages. Writing materials are accessible and children practice copying letter formation as they learn to write their names. They colour in pictures which they proudly take home to show their families.

Children understand the routines and respond promptly when staff signal 'tidy up time' or 'registration time'. They sing songs in unison as they prepare to help put things away and then gather together as a group. Staff use signs and pictures to aid visual communication and help all children to understand. Children develop independent skills in their personal care and follow good hygiene routines. They make decisions about playing indoors or out and whether they need their coats. Wet weather suits are available so that children have opportunities for fresh air and exercise at each session. They readily explore the tiered outdoor area, which has been designed into 'pods' with different activities. For example, there is an area with large play equipment, an imaginative area and one with a channelled water trough. Children particularly enjoy collecting and pouring water into the channels and then following the course. The garden provides opportunities for planting and growing things. This links to children's interest in the natural world and healthy eating. For instance, they grow fruit and vegetables to help them to understand where food comes from. Children enjoy seeing squirrels in the garden and staff are planning to provide bird tables to extend children's outdoor learning. Children learn indoors about the life cycle of frogs as they observe spawn in a tank develop into tadpoles.

Children take part in a variety of physical play opportunities and also have use of the school hall and field. They develop physical skills and coordination as they play different games and enjoy sports day events. Children have a good sense of belonging and become familiar with their community. Staff take children to local facilities and events, which parents are welcome to attend. For example, they have an annual Easter Egg Hunt in the local castle. Staff, children and families are involved in both national and their own fund raising events, which contributes to children's early understanding of need. They become aware of different backgrounds and their own heritage, developing positive attitudes and respect. Children show competence in their use of the computer as they play age-appropriate games. They understand how the mouse works and also show interest in other technological equipment. Children are inquisitive and learn as they play. Staff provide good levels of support to meet children's needs. They interact with children to extend and challenge learning, for instance, to encourage use of mathematical language in activities. Speech and language development is included in planning and promoted throughout sessions. Children enjoy activities such as playing 'Simon Says' and phonic games.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met